

# Appendix A

## Standard I: Communicating

Communication between home and school is regular, two-way, and meaningful.

### Checklist for Quality Indicators

1. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.
2. Establish opportunities for parents and educators to share “partnering” information such as student strengths and learning preferences.
3. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.
4. Mail report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.
5. Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process.
6. Conduct conferences with parents at least twice a year, with follow-up as needed. These should accommodate the varied schedules of parents, language barriers, and the need for child care.
7. Encourage immediate contact between parents and teachers when concerns arise.
8. Distribute student work for parental comment and review on a regular basis.
9. Translate communications to assist non-English speaking parents.
10. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
11. Provide opportunities for parents to communicate with principals and other administrative staff.
12. Promote informal activities at which parents, staff, and community members can interact.
13. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

Consistently Evident	Frequently Evident	Seldom Evident	Not Evident

## Standard II: Parenting

Parenting skills are promoted and supported.

### Checklist for Quality Indicators

1. Communicate the importance of positive relationships between parents and their children.
2. Link parents to programs and resources within the community that provide support services to families.
3. Reach out to all families, not just those who attend parent meetings.
4. Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.
5. Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services.
6. Encourage staff members to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults.

Consistently Evident	Frequently Evident	Seldom Evident	Not Evident

## Standard III: Student Learning

Parents play an integral role in assisting student learning.

### Checklist for Quality Indicators

1. Seek and encourage parent participation in decision-making that affects students.
2. Inform parents of the expectations for students in each subject at each grade level.
3. Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
4. Regularly assign interactive homework that will require students to discuss and interact with their parents about what they are learning in class.
5. Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.
6. Involve parents in setting student goals each year and in planning for post-secondary education and careers. Encourage the development of a personalized education plan for each student, where parents are full partners.
7. Provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education.

Consistently Evident	Frequently Evident	Seldom Evident	Not Evident

## Standard IV: Volunteering

Parents are welcome in the school, and their support and assistance are sought.

### Checklist for Quality Indicators

1. Ensure that office staff greetings, signage near the entrances and any other interaction with parents create a climate in which parents feel valued and welcome.
2. Survey parents regarding their interests, talents and availability, then coordinate the parent resources with those that exist within the school and among the faculty.
3. Ensure that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment.
4. Organize an easily accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.
5. Develop a system for contacting all parents to assist as the year progresses.
6. Design opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, and so forth.
7. Show appreciation for parents' participation and value their diverse contributions.
8. Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.
9. Ensure that volunteer activities are meaningful and built on volunteer interests and abilities.

Consistently Evident	Frequently Evident	Seldom Evident	Not Evident

## Standard V: School Decision Making and Advocacy

Parents are full partners in the decisions that affect children and families.

### Checklist for Quality Indicators

1. Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.
2. Encourage the formation of PTAs or other parent groups to identify and respond to issues of interest to parents.
3. Include parents on all decision-making and advisory committees and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel. Where a site governance body exists, give equal representation to parents.

Consistently Evident	Frequently Evident	Seldom Evident	Not Evident

## Standard V: continued

4. Provide parents with current information regarding school policies, practices, and both student and school performance data.
5. Enable parents to participate as partners when setting school goals, developing or evaluating programs and policies or responding to performance data.
6. Encourage and facilitate active parent participation in the decisions that affect students, such as student placement, course selection and individual personalized education plans.
7. Treat parent concerns with respect and demonstrate genuine interest in developing solutions.
8. Promote parent participation on school district, state, and national committees and issues.
9. Provide training for staff and parents on collaborative partnering and shared decision making.

Consistently Evident	Frequently Evident	Seldom Evident	Not Evident

## Standard VI: Collaborating with Community

Community resources are used to strengthen schools, families, and student learning.

### Checklist for Quality Indicators

1. Distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community.
2. Develop partnerships with local business and service groups to advance student learning and assist schools and families.
3. Encourage employers to adopt policies and practices that promote and support adult participation in children's education.
4. Foster student participation in community service.
5. Involve community members in school volunteer programs.
6. Disseminate information to the school community, including those without school-age children, regarding school programs and performance.
7. Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.
8. Inform staff members of the resources available in the community and strategies for utilizing those resources.

Consistently Evident	Frequently Evident	Seldom Evident	Not Evident